

HEALTH EDUCATION - Healthy family relationships are critical to maintaining the family unit which historically has been considered the fabric of society. While parents are the primary source from whom children learn skills to act responsibly in relationships, the community and school play supportive roles. Individuals who are confident in their knowledge of themselves and the relationships and interactions within families and other interdependent groups, and who are able to apply skills of developing and maintaining healthy relationships are better able to participate in a healthy family life, to nurture and support others, and to successfully manage their changing life responsibilities.
Personal Wellness – Positive interaction in groups, exercise, fitness, strategies for remaining mentally and emotionally healthy, and knowledge of reproduction and sexuality issues affect physical and personal wellness.
PL-H-1.1.1 Students will identify social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments) and explain why individuals have rights and responsibilities to engage in and promote positive social interactions.
PL-H-1.1.2 Students will identify and explain effective strategies for responding to stress, conflict, peer pressure, bullying, and harassment (e.g., problem-solving, communication, conflict resolution, anger management, peer mediation, self-advocacy).
<i>PL-H-1.1.3</i> <i>Students will explain the process of human reproduction and development (conception, birth, childhood, adolescence, and adulthood).</i>
<i>PL-H-1.1.4</i> <i>Students will identify and evaluate the risks (e.g., STDs, unwanted pregnancies, HIV/AIDS) of being sexually active, and the strategies for delaying sexual activity that protect physical health (e.g., abstinence, using refusal skills, talking with parents, doctors, consultants).</i>
<i>PL-H-1.1.5</i> <i>Students will identify and explain how short and long-term physiological changes (e.g., increase metabolism, reduction of body fat, decrease in cholesterol) result from regular exercise and impact performance of physical activities.</i>
<i>PL-H-1.1.6</i> <i>Students will explain and give examples of strategies (e.g., exercising, eating properly, getting adequate rest) for improving and evaluating health-related fitness (e.g., strength, cardiovascular endurance, flexibility, body composition).</i>
<i>PL-H-1.1.7</i> <i>Students will identify and explain the relationship between stress and physical, mental, and emotional health in relation to personal wellness.</i>
Behavioral Choices -Behavioral choices and habits contribute to the promotion of an individual's physical health, the prevention of illnesses and diseases, and the ability to remain mentally and emotionally healthy.
<i>PL-H-1.2.1</i> <i>Students will identify and describe decisions and practices that promote health, prevent illnesses, diseases, and injuries.</i>
PL-H-1.2.2 Students will identify and compare and contrast that there are characteristics, symptoms, causes, patterns of transmission, prevention, and treatments, of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (i.e., cancer, diabetes, cardiovascular disease, arthritis, osteoporosis) among people of all ages.

<i>PL-H-1.2.3</i> <i>Students will identify and describe causes, symptoms, consequences and treatments (for individuals and families) of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors).</i>
PL-H-1.2.4 Students will identify and explain consequences (social, emotional, physical, mental) of risky behavioral choices (i.e., tobacco, alcohol, and other drug use, sexual involvement, violent behaviors) and resources and/or treatments for addictions.
<i>PL-H-1.2.5</i> <i>Students will identify and describe interventions (e.g., cease enabling activities) treatment (e.g., AA, outpatient therapy, group therapy) and strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors and/or addictions (e.g., drug addictions, eating disorders).</i>
PL-H-1.2.6 Students will describe how effective self-management and coping strategies (e.g., setting realistic goals, time and task management, stress management, decision making, learning style preference, perseverance) promote mental and emotional health.
Nutrition -Nutritious foods are necessary for growth, development and maintenance of healthy bodies.
<i>PL-H-1.3.1</i> <i>Students will identify food selections that contain essential nutrients (i.e., proteins, carbohydrates, fats, minerals, vitamins, water) and describe the function of the nutrients for maintaining and promoting health.</i>
PL-H-1.3.2 Identify the United States Department of Agriculture Dietary Guidelines for Healthy Eating and physical activity as essential for personal wellness and longevity and explain exchanges and substitutions for special needs (e.g. diabetes, weight control).
<i>PL-H-1.3.3</i> <i>Students will describe why and how fitness and exercise plans that contribute to lifetime physical and emotional health may vary with individuals.</i>
Safety - Safety procedures and prevention strategies can reduce accidents that are a major cause of injury and death.
<i>PL-H-1.4.1</i> <i>Students will explain how responsible use of machinery, motorized vehicles (i.e., ATV, motorcycle, personal watercraft) and firearms reduces the risk of accidents and save lives.</i>
<i>PL-H-1.4.2</i> <i>Students will identify and explain strategies (i.e., regular medical and dental check ups; proper use of machinery, adhering to safety rules for firearms use and storage) that help adolescents and adults avoid health and safety hazards.</i>
PL-H-1.4.3 Students will identify and explain emergency procedures (i.e., CPR/rescue breathing, first aid) for responding to emergency situations (i.e., overdose, drowning, car accidents, heart attacks, seizures, allergic reaction).

PHYSICAL EDUCATION - Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities (e.g., lifting).
Psychomotor Skills - Development of psychomotor skills contributes to the development of social and cognitive skills.
<i>PL-H-2.1.1</i> <i>Students will describe and demonstrate principles (e.g., accuracy, technique, physics, mechanics) for learning and improving motor skills (locomotor, nonlocomotor, and transitional).</i>
<i>PL-H-2.1.2</i> <i>Students will describe and demonstrate how analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for improvement in skills and is used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).</i>
Fitness - Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.
PL-H-2.2.1 Students will explain how becoming physically fit (including participation in games and sports) has physical, social, and mental/emotional benefits: <ul style="list-style-type: none"> Physical: Reduction in obesity, high blood pressure, stroke, diabetes, heart attack, colon cancer, and strengthens immune system Social: Provides opportunity for interaction with others, cooperation, friendship, teamwork, respect for others, and tolerance Mental/Emotional: Reduces anxiety/stress and feelings of depression, provides better body image, improves self-discipline, and self-respect
<i>PL-H-2.2.2</i> <i>Students will explain how techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and/or sports must be used.</i>
Lifetime Physical Wellness Students demonstrate knowledge and skills that promote physical activity throughout their lives.
PL-H-2.2.3 Students will describe a comprehensive plan that applies the principles of fitness FITT (i.e., frequency, intensity, type, time) and the components of fitness (i.e., muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance) and explain why they are necessary to achieve benefits from exercise.
<i>PL-H-2.3.1</i> <i>Students will compare and contrast offensive and defensive strategies and identify basic rules of play for a variety of games and sports.</i>
<i>PL-H-2.3.2</i> <i>Students will describe how rules, fair play, and cooperation for spectators and sportsmanship on the part of spectators and participants during organized games and sports will benefit all.</i>

<p>CONSUMERISM - The wide array of products and services available, coupled with the degree of sophistication of advertising, make appropriate consumer selections difficult. Consumer skills are essential for managing personal needs and resources. Consumer decisions extend beyond self and impact the community and environment. Young adults need to know how to manage money in order to make informed financial decisions.</p>
<p>Consumer Decisions/Advertising – Accessing and assessing consumer information, comparing and evaluating products and services, provides a basis for making effective consumer decisions.</p>
<p><i>PL-HS-3.1.1</i> Students will identify and explain ways to make responsible buying decisions in relation to wants (e.g., technology, name-brand clothing, jewelry, electronics) and needs (i.e., food, clothing, housing).</p>
<p>PL-HS-3.1.2 Students will identify and evaluate (e.g., price vs. quality, immediate availability vs. advance ordering, comparison shopping vs. impulse buying) products and services.</p>
<p>PL-HS-3.1.3 Students will identify and/or analyze various factors that influence consumer decisions (e.g., peer pressure, desire for status, advertising strategies such as bandwagon, testimonial/endorsement, emotional appeal).</p>
<p>Financial Literacy – As consumers, individuals need a knowledge base for making financial decisions impacting short and long term goals throughout one's lifetime.</p>
<p>PL-HS-3.2.1 Students will describe financial management practices, including budgeting, banking (e.g., check writing, balance checking account), savings and investments (e.g., relative advantages and disadvantages of savings accounts, stocks, bonds, certificates of deposit, IRAs, 401Ks), and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit), and how these practices are used to achieve short and long-term goals.</p>
<p>Community & Environment – People rely on and evaluate the services and resources provided through private, public, and non-profit agencies in order to make effective consumer decisions.</p>
<p>PL-HS-3.3.1 Students will identify and compare and contrast how consumer decisions (i.e., reduce, recycle, reuse) have both short and long-term impacts (e.g., water, air and land pollution, greenhouse effect, global warming) on the environment.</p>
<p><i>PL-HS-3.3.2</i> Students will describe the relationship among private, public, and nonprofit health agencies and the services provided by each agency:</p> <ul style="list-style-type: none"> • Private health care facilities (e.g., private physicians, nursing homes, rehabilitation facilities) • Hospitals • Public health departments and clinics • DES (Disaster and Emergency Services) • Family Resource Centers • Medicare/Medicaid insurance • Nonprofit health organizations (e.g., American Heart Association, American Red Cross, American Cancer Society)

<p>Vocational Studies – Awareness of careers starts in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path that fits their interests, aptitude, and abilities, while providing strategies to prepare for a career. The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life itself are addressed throughout a student's educational experience.</p>
<p>Academic, Career Planning, Transition – Many factors need to be considered when selecting a career path and preparing for employment.</p>
<p><i>PL-H-4.1.1</i> <i>The student will analyze how a person's career choice impacts future physical, mental, and emotional well-being.</i></p>
<p><i>PL-H-4.1.2</i> <i>The student will identify and explain how job and career opportunities vary at the local, state, and national levels and how organizational/planning tools (i.e. Individual Graduation Plan (IGP)) can be valuable resources for career research, selection and preparation.</i></p> <ul style="list-style-type: none"> • <i>Inventories</i> • <i>Personality test</i> • <i>Community Service</i> • <i>Résumé</i> • <i>Awards/recognition</i>
<p>PL-H-4.1.3 The student will evaluate how educational training (e.g., college, apprenticeships, internships, other types of on-the-job training, military) impacts life-long earning potential, career opportunities and job satisfaction.</p>
<p>PL-H-4.1.4 The student will identify and describe how an individual's personality, values, interest, aptitudes, and post secondary opportunities, as identified in the Individual Graduation Plan (IGP), are used in determining career goals.</p>
<p><i>PL-H-4.1.5</i> <i>The student will identify and explain how a variety of resources (e.g., Internet, print materials, guest speakers, mentors) could be used to evaluate the advantages and disadvantages (e.g., preparation, salary, benefits, demands of job, location, work environment) of various occupations.</i></p>
<p><i>PL-H-4.1.6</i> <i>The student will identify and describe supporting documentation that would be needed for the career portfolio/Individual Graduation Plan (IGP):</i></p> <ul style="list-style-type: none"> • <i>Business letters (i.e., application, recommendation, follow-up)</i> • <i>Assessment data (e.g., interest, learning styles, aptitudes and abilities)</i> • <i>Résumé</i> • <i>Certifications/awards</i> • <i>Samples of work (e.g., videos, artwork, portfolio entries)</i> • <i>Records of work experiences</i> • <i>Transcripts</i>
<p><i>PL-H-4.1.7</i> <i>The student will compare and contrast post secondary options (e.g., community technical colleges, 4-year colleges, military service) that would be the most appropriate preparation for a specific career path..</i></p>

Employability Skills – Positive and negative work habits/ethics impact an individual’s success in school and workplace.
PL-H-4.2.1 The student will identify positive work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and evaluate the impact of work habits/ethics on individual and group success.
PL-H-4.2.2 The student will identify team skills (e.g., setting goals, listening, questioning, following directions, communicating orally, cooperation, problem-solving, conflict resolution, mediation) and evaluate how team skills are important in today’s workplace.
Communication/Technology – Special skills are needed for success in schooling and in the workplace.
<i>PL-H-4.3.1</i> <i>The student will explain how job market changes have resulted from scientific advancements and the increased use of technology in the global economy.</i>
PL-H-4.3.2 The student will identify technology that is used in various jobs and careers (e.g., ATM, satellite, voice mail, scanners, on-line courses, CAD, spreadsheets, data bases, www pages, computer advances) and describe how this technology is used in the workplace.
PL-H-4.3.3 The student will identify and describe skills that are used to seek, maintain, obtain and change jobs/careers and postsecondary opportunities: <ul style="list-style-type: none"> • Job search • Writing of an application • Writing a follow-up letter • Completing an application • Securing a letter of reference • Preparing a résumé • Knowing interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to question you may be asked, verbal and nonverbal communication) • Proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation)